

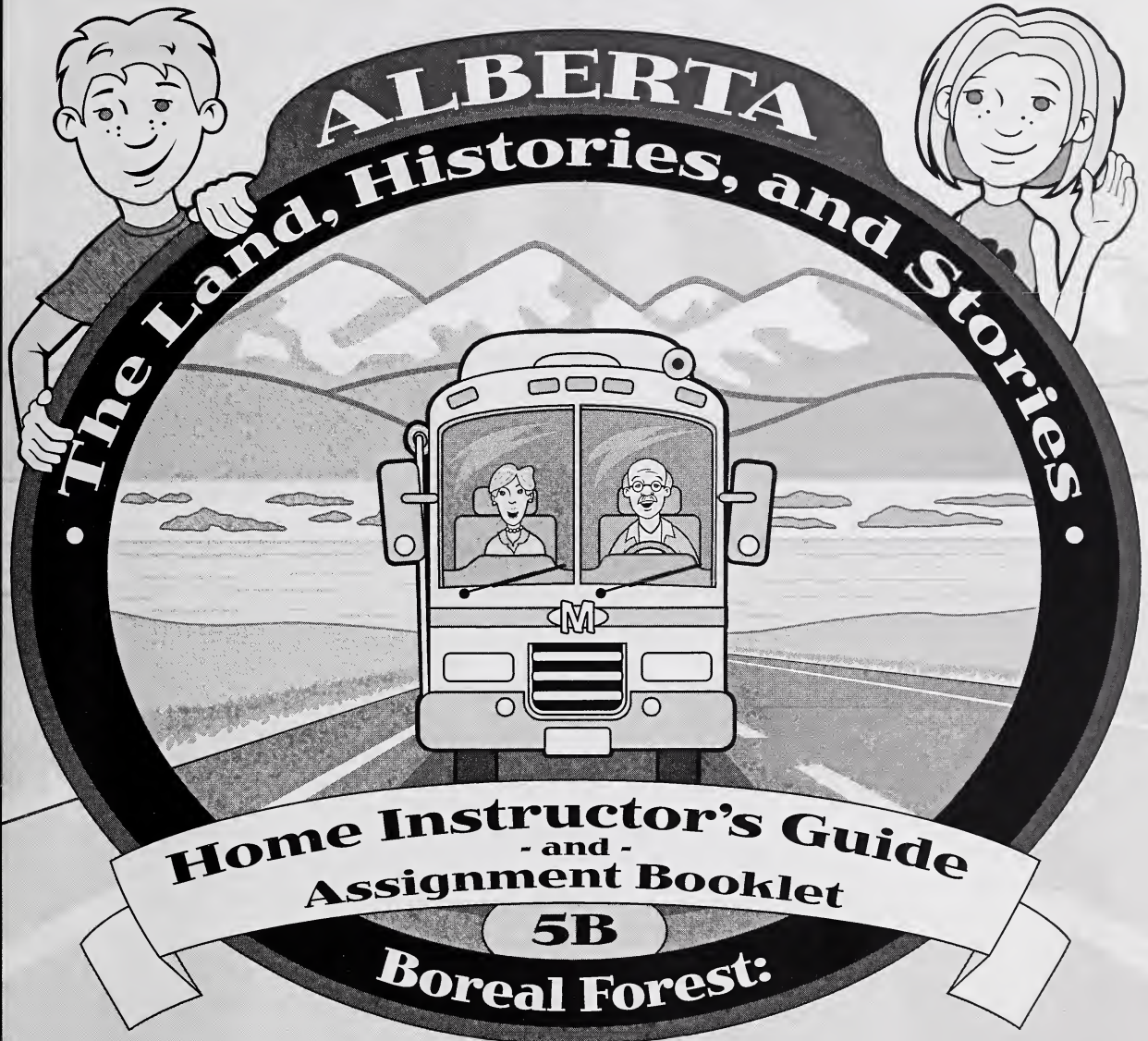


5B

GRADE

4

Social Studies



Trappers, Traders, and Homesteaders



Learning
Technologies
Branch

Alberta
EDUCATION

Grade 4 Social Studies
Module 5: Boreal Forest: Trappers, Traders, and Homesteaders
Home Instructor's Guide and Assignment Booklet 5B
Learning Technologies Branch
ISBN 0-7741-2748-1

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Chapter Summaries

Chapter 10: An Outing to the Pulp Mill

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on the forestry industry: products made from pulp, methods of cutting trees, the impact of forestry on the economy, and its effects on the environment.

Instructional Strategies

Have your student review the meaning of the term *renewable resources* and give some examples.

After the student has read the story of the Easter Islanders, discuss the lesson suggested by the islanders' failure to properly care for their renewable resources. Have the student demonstrate how this relates to the boreal forest and reforestation practices.

Discuss with your student how renewable resources require proper management and care to ensure that they will be available for future generations.

Assist your student as necessary to view "The Pulp Mill in Grande Prairie" on the Grade 4 Social Studies Multimedia CD.

Beyond the Story

This chapter includes two optional Beyond the Story activities. If time allows, encourage your student to do one or both of the activities. The first requires students to investigate and report on the many uses of wood pulp. The second asks students to find out additional information about the fate of the Easter Islanders.

Chapter 11: A Healthy Forest

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on what makes a healthy forest, how a healthy forest becomes unhealthy, people who rely on forests, and jobs available in forestry.

Instructional Strategies

Have the student show you where Saskatoon Island Provincial Park is on the map of Alberta.

Assist your student as necessary to view "The Sawmill in Grande Prairie" on the Grade 4 Social Studies Multimedia CD.

Help the student find career possibilities in the forestry industry in Canada on the Internet.

At the end of the chapter, direct the student to the Chapter 11 Assignment in Assignment Booklet 5B.

Chapter 12: The Boreal Forest Belongs to Everyone

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on how Albertans deal with competing demands on land use in the Boreal Forest Region.

Instructional Strategies

Discuss the issue of resource development in the boreal forest. Take one point of view expressed by the children in the chapter while the student takes another one. Together, list the positive and negative points of each one. Encourage the student to choose one viewpoint he or she agrees with and to explain why.

Talk about the ways that everyone can help the forests: for example, by recycling and reusing wood and paper products. Have the student type *caring for the boreal forest* and *helping the boreal forest* in a search engine on the Internet to check out websites about this topic.

Beyond the Story

The student is asked to research additional ways that we can help the forests. Have your student discuss these with you after he or she has completed the investigation.

Chapter 13: Dancers in the Night Sky

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on the journey of Woodlands Peoples to the boreal forest of northern Alberta. Their journey is incorporated into a story of the northern lights.

Instructional Strategies

Help the student understand that the First Peoples who lived on the land, as all newcomers to Canada, needed great courage and intelligence to survive in a new environment.

Compare the amazement and joy of the First Peoples when they saw, by the illumination of the northern lights, animals that would provide them with the necessities of life with that of modern people, who travel long distances to see the lights just for their beauty. Touch on a scientific explanation of the northern lights and compare it to Baba's poetic explanation. For additional information on the science behind the aurora borealis, see the following websites:

- *Auroras: Paintings in the Sky*
<http://cse.ssl.berkeley.edu/segwayed/lessons/auroras/index.html>
- *CSA Sectors: Aurora Borealis*
http://www.space.gc.ca/asc/eng/missions/sts-097/kid_aurora.asp
- *NASA P.O.E.T.R.Y.*
<http://image.gsfc.nasa.gov/poetry/>

Display pictures of northern lights, tundra, and boreal forest. See the following websites for stunning pictures of the northern lights:

- *Shooting The Aurora Borealis by Dick Hutchinson*
<http://www.ptialaska.net/~hutch/aurora.html>
- *Jan Curtis Images of the Aurora*
<http://climate.gi.alaska.edu/Curtis/curtis.html>

Assist your student as necessary to view “Space and Northern Lights” on the Grade 4 Social Studies Multimedia CD.

Display pictures of Dene Tha’ (Slavey), Dunne-za (Beaver), and Dene Suliné (Chipewyan) people wearing traditional clothing, hunting, fishing, and completing traditional tasks alongside contemporary pictures of people from these communities.

At the end of the chapter, direct the student to the Chapter 13 Assignment in Assignment Booklet 5B. Be sure you have the materials to complete the clay relief map of western Canada. Make sure the student has moist, pliable clay at the start of the assignment, and keeps the project covered with the plastic bag so that it doesn’t dry out.

In lieu of clay, a student could also use different colours of Plasticine or other commercially available modelling materials. If you wish to make your own clay, you may consider one of the recipes listed below.

Modelling Clay 1

Ingredients

250 mL (1 cup) flour
125 mL (1/2 cup) salt
30 mL (2 tbsp.) cream of tartar
30 mL (2 tsp.) oil
natural colouring (beet juice, blueberry juice, other natural colours)

Method

Combine the ingredients and mix thoroughly.

Modelling Clay 2

Ingredients

500 mL (2 cups) salt
170 mL (2/3 cup) water
250 mL (1 cup) cornstarch
125 mL (1/2 cup) cold water

Method

- Stir the salt and water in a saucepan over heat for 4 to 5 minutes.
- Remove from heat. Add cornstarch and cold water.
- Stir until smooth. Return to heat and cook until thick (not long).
- Allow the clay to cool and then shape as desired.
- Store unused clay in a resealable bag.

Creative Clay

Ingredients

250 mL (1 cup) cornstarch

500 mL (2 cups) baking soda

300 mL (1 1/4 cups) cold water

colouring (Rit dye, food colouring, or beet or berry juice can be used as colouring. If using juice, measure it as part of the liquid.)

Method

- Combine the first three ingredients and cook until it is the consistency of moist mashed potato.
- Add colour. Shape or mould.
- Let dry at room temperature.

Cornstarch Clay

Ingredients

250 mL (1 cup) cornstarch

5 mL (1 tsp.) salt

500 mL (2 cups) water

Method

- Mix the ingredients in a saucepan.
- Stir constantly and bring to a boil to thicken.
- Store in an airtight container in the fridge.
- Unsweetened drink powder or powder paints may be added for colour.
- Glycerine may be added to keep the clay from hardening.

Flour Clay

Ingredients

250 mL (1 cup) flour

250 mL (1 cup) salt

water

Method

- In a mixing bowl, mix the flour and salt.
- Stir in just enough water to make a dough.
- Powder paint can be added for colour.

Chapter 14: Peoples of the Woodlands

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on traditional activities of three Woodlands Peoples (the Slavey, Chipewyan, and Beaver), the comparison of responsibilities of men and women, and the contrast with the way of life of the Prairie Peoples.

Instructional Strategies

Help the student understand that both men and women worked equally hard and contributed to the group's survival. Further, compare the small kinship group of hunters who lived in forests with the hunters who lived where land was plentiful and animals lived in huge herds.

With the student, look at examples of the traditional clothing worn by Woodlands Peoples. See *From The Land: Two Hundred Years of Dene Clothing* at <http://www.civilization.ca/aborig/threads/thredole.html>.

Additional examples of artifacts from Aboriginal cultures of the subarctic and woodlands regions may be found in the *Hudson's Bay Company Digital Collection* at <http://collections.ic.gc.ca/hbc/ind1en.htm>.

Other examples of items made and used by First Nations people may be found in the ethnology collection of the Canadian Museum of Civilization at <http://www.civilization.ca/collect/colethne.html>.

At the end of the chapter, direct the student to the Chapter 14 Assignment in Assignment Booklet 5B. Be sure the student has moist, pliable clay as he or she continues shaping the boreal forest and grasslands. Remind your student to cover the clay map before putting it away.

Chapter 15: Thanadelthur, the Teenager Who Brought Peace

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on the changes in the lives of the Woodland Cree (Sakawinowak) people after the arrival of traders in Hudson Bay. The chapter explores reasons why Cree trappers and middlemen came to the boreal forest, what happened when they came, and Thanadelthur, a young woman who made peace between the Cree and Chipewyan peoples.

Instructional Strategies

With the student, explore the story of a young woman with immense courage and resolve and who survived many hardships, learned the languages of her Cree captors and English rescuers, and brought peace to the lands of her people.

Help the student as needed to access the following website for additional information about Thanadelthur:

<http://www.hbc.com/hbcheritage/learning/ebooks/>

Assist your student as necessary to listen to "Thanadelthur's Story" and "Thanadelthur" on the Grade 4 Social Studies Multimedia CD.

Compare the needs of the Cree traders with those of the Chipewyan people, and discuss how the arrival of middlemen in the boreal forests changed the lives of the people who lived there.

At the end of the chapter, direct the student to the Chapter 15 Assignment in Assignment Booklet 5B. Be sure the student has moist, pliable clay and tools to shape the Rocky Mountains. Remind your student to cover the clay before putting it away.

Chapter 16: Men of Great Courage: Matonabbee and Hearne

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on Matonabbee (a trader, explorer, middleman, and peacemaker) and his friendship with trader and explorer Samuel Hearne; the role of women on the journey to the Coppermine River; and how Peace River got its name.

Instructional Strategies

With the student, explore the story of Matonabbee, who explored the Coppermine River and guided his friend, Samuel Hearne, to its mouth. Matonabbee learned languages of the English, Cree, and Chipewyan; and, like Thanadelthur 50 years earlier, brought peace to the boreal forest. Through his intervention, the Cree, Beaver, and Slavey people set aside their differences and traders visited the northern lands without harm.

Additional information about the travels of Hearne and Matonabbee may be found on *Passageways: True Tales of Adventure for Young Explorers* at <http://www.collectionscanada.ca/explorers/kids/h3-1610-e.html>.

Display pictures of a variety of early Canadian forts, particularly Fort Prince of Wales.

Touch on the story of Fort Prince of Wales, which took the English 40 years to build and was captured by the French in a brief battle. Additional information about Fort Prince of Wales may be found on the Parks Canada website at http://www.pc.gc.ca/lhn-nhs/mb/prince/index_e.asp.

Compare recognition of Matonabbee's and Hearne's achievements at the time and in history with that of women who carried supplies on the trip along the Coppermine, yet who were not considered worthy of praise or even acknowledgement. Point out that their names and the names of many men and women who contributed to development of Canada aren't recorded in history books and thus are lost to modern generations.

Assist your student as necessary to listen to "How Peace River Got Its Name" on the Grade 4 Social Studies Multimedia CD.

Chapter 17: Memories in Clay

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on early events in Alberta's history and the rivers that facilitated travel through the Canadian North.

Instructional Strategies

Help the student synthesize the journeys of brave men and women as they found their way through unfamiliar and unforgiving landscape, where life or death depended on their hunting and orienteering skills and courage and determination were key to survival.

At the end of the chapter, direct the student to the Chapter 17 Assignment in Assignment Booklet 5B. The student should design the rivers and mark the exploration routes as accurately as possible. Remind your student to cover the clay before putting it away.

Chapter 18: Homesteaders by Cold Steel to Fertile Lands

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on homesteaders who braved hardships to get to the lands around the Peace River, why they wanted a railway, and Alberta's first premier.

Instructional Strategies

With the student imagine the story of homesteaders who were determined to reach the fertile lands around the Peace River and who did so in spite of many hardships.

Assist your student as necessary to listen to “Canada Needs You” on the Grade 4 Social Studies Multimedia CD.

Discuss with the student the importance of having a telephone system in a province where most people lived far apart in rural areas. With your student, you may wish to visit the Telephone Historical Centre in Edmonton. Find more information at <http://www.telephonehistoricalcentre.com/>.

Discuss with the student the importance of Premier Rutherford's decision to build railways into northern Alberta. You may wish to tour The Alberta Railway Museum in Edmonton or you can visit the website at <http://railwaymuseum.ab.ca/home.html>.

At the end of the chapter, direct the student to the Chapter 18 Assignment in Assignment Booklet 5B. Review early history introduced in this module as the student shapes rails that stretch across the Canadian landscape on the map of clay. Make sure the student allows the map to dry completely before painting it.

ASSIGNMENT BOOKLET 5B

Grade 4 Social Studies
Module 5: Chapters 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

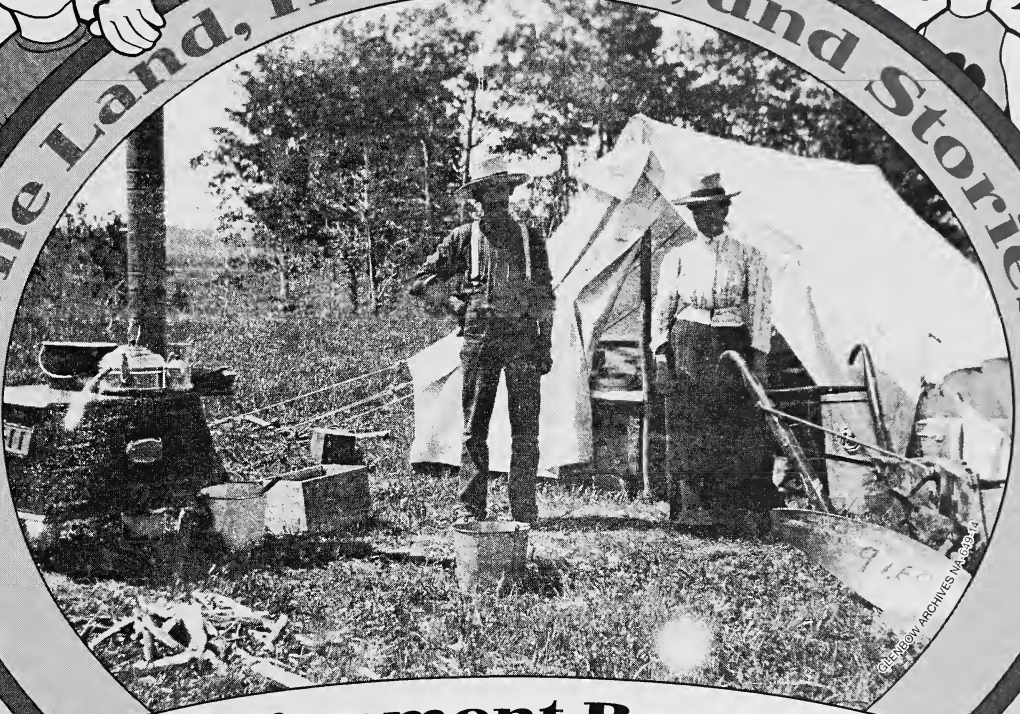
GRADE

4

Social Studies

ALBERTA

The Land, Histories, and Stories.



Assignment Booklet

5B

Boreal Forest:

Trappers, Traders, and Homesteaders



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Summary

	Total Possible Marks	Your Mark
Chapter 11 Assignment	10	
Chapter 13 Assignment	15	
Chapter 14 Assignment	10	
Chapter 15 Assignment	10	
Chapter 17 Assignment	25	
Chapter 18 Assignment	30	
	100	

Teacher's Comments

Grade 4 Social Studies
Module 5: Boreal Forest: Trappers, Traders, and Homesteaders
Assignment Booklet 5B
Learning Technologies Branch

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Students	✓
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- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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ASSIGNMENT BOOKLET 5B

GRADE 4 SOCIAL STUDIES: MODULE 5

CHAPTER 10 ASSIGNMENT TO CHAPTER 18 ASSIGNMENT

This Assignment Booklet is worth 100 marks out of the total 160 marks for the assignments in Module 5. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

10

Chapter 11 Assignment: A Healthy Forest

Look at the following table. The first column has the names of people who want a healthy forest. Fill in the second column with the reason why a healthy forest is important to each person.

Name of Person	Reason for Wanting a Healthy Forest
environmentalist	<div></div> <div></div> <div></div> <div></div>
forestry worker	<div></div> <div></div> <div></div> <div></div>
tourist	<div></div> <div></div> <div></div> <div></div>

First Nations hunter and trapper	<hr/> <hr/> <hr/> <hr/>
naturalist/wildlife photographer	<hr/> <hr/> <hr/> <hr/>



Turn to Chapter 12 in the Module 5 Student Module Booklet.

15

Chapter 13 Assignment: Dancers in the Night Sky

In this assignment you will begin making a three-dimensional map of western Canada. As you work through the steps in your map project, you will be asked to document the procedure you followed by taking photographs. You will put these pictures together in a photo essay that you will send in for marking.

Materials

- heavy cardboard, heavy railroad board, plywood, or some other firm backing measuring at least 17" x 11" (43 cm x 28 cm)
- moist modelling clay (enough to cover the board and make a relief map of Canada)
- plastic garbage bag to keep clay moist
- newspapers to cover work area
- variety of tools for adding texture: sticks, brush, plastic forks, cord, bark, nuts, etc.
- toothpicks or sharp pencil
- map of Canada

- map of Alberta
- water soluble paints (e.g., poster paint, tempera, or latex)
- paintbrush(es)
- film or digital camera capable of taking eight colour exposures

1. Choose a piece of plywood (or other firm backing) that is about 17" x 11" or slightly larger but rectangular in shape.

As you complete the first step of a clay relief map of western Canada, imagine you're on a journey with First Peoples, traders, mapmakers, and pioneers as they make their way across the land before and after the railway was built.

2. a. Cover the board with a thin layer of clay. Keep it fairly even. You'll build up the mountains, rocky areas, and forests in later assignments.
8. b. Use Map 1 in the Appendix of Module 5 to mark the border of western Canada on the clay map. Draw all the details, including the northern islands, carefully. You may do this by laying the outline map on top of the clay map and using a toothpick or sharp pencil to poke holes along the border marking the outline of western Canada. Take your time. Remove the outline map and use a craft stick or other dull tool to connect the dots.
2. In Baba's version of an ancient story, the First Peoples crossed the barren lands and were guided to the boreal forests by the northern lights. As you shape the smooth and flat lands (tundra), imagine the people who walked there and their joy when they reached the forests filled with many animals.
2. a. Find the symbol that shows tundra on Map 1. Outline the tundra on the clay map. Use the same procedure that you used to mark the outline of western Canada.
3. b. Shape the smooth and flat barren lands. Take a photograph of your clay map. Place the entire map and the extra clay in a large plastic garbage bag to keep it from drying out. You may wish to cover the map with damp paper towels or place a damp sponge in the plastic bag to help keep the clay moist.



Turn to Chapter 14 in the Module 5 Student Module Booklet.

10

Chapter 14 Assignment: Peoples of the Woodlands

1. The Slavey, Beaver, and Chipewyan peoples lived in the boreal forests that stretched through Alberta, Saskatchewan, and the Northwest Territories; while the Woodland Cree people lived in the forests around Hudson Bay. As you shape the boreal forests that stretched from Alberta toward Hudson Bay, imagine the lives of the Woodland Peoples as they lived and hunted among the woodland creatures.
 - 2 a. Take out your clay map of western Canada and Map 1 from the Appendix. Find the symbol that shows boreal forests and outline them on the clay map with a small stick or dull tool. Use the same procedure that you used to mark the tundra.
 - 3 b. As you shape the boreal forests where the Beaver, Slavey, and Chipewyan peoples lived, imagine the landscape as seen from an airplane. Shape the rough and uneven treetops, but don't make the trees too tall. Your map is too small to show such details. Besides, the trees should be smaller than the mountains you'll design in a later assignment.
2. Farther south, on the grasslands, lived the Prairie Peoples. Imagine the millions of bison that lived there and the magnificent hunters who hunted the great beasts. Picture their way of life and the jobs of men and women as they followed the great herds of bison across the prairies. As you shape the grasslands, compare their way of life to that of the peoples to the north.
 - 2 a. Find the symbol that shows grasslands and outline this area on the clay map. Use the same procedure that you used to mark the boreal forest.
 - 3 b. As you shape the grasslands that were home to the Prairie Peoples, imagine the tall native grasses waving in a gentle summer breeze. Take a photograph of your clay map showing the three regions. Place the entire map and the extra clay in a large plastic garbage bag to keep it from drying out. You may wish to cover the map with damp paper towels or place a damp sponge in the plastic bag to help keep the clay moist.



Turn to Chapter 15 in the Module 5 Student Module Booklet.

10

Chapter 15 Assignment: Thanadelthur, the Teenager Who Brought Peace

1. The lives of the Slavey, Beaver, and Chipewyan peoples changed with the arrival of the Woodland Cree, middlemen, and trappers who came to their lands in search of furs. Imagine the people driven from the land and reaching the great mountains that stretch along the western boundary of Alberta. As you shape the mountains on your map of clay, imagine the Cree people arriving in the boreal forests in search of furs, the conflict that followed, and Thanadelthur bringing peace to the land.

2

a. Take out your clay map and Map 1 from the Appendix. Find the Rocky Mountains and outline them on the map with a small stick or dull tool. Use the same procedure that you used to mark the grasslands.

8

b. As you shape the rocky landscape, imagine it as seen from an airplane. Shape the rocky, rough and uneven peaks. Make the mountains larger than the trees of the boreal forests. Take a photograph of your clay mountains. Place the entire map and the extra clay in a large plastic garbage bag to keep it from drying out. You may wish to cover the map with damp paper towels or place a damp sponge in the plastic bag to help keep the clay moist.



Turn to Chapter 16 in the Module 5 Student Module Booklet.

25

Chapter 17 Assignment: Memories in Clay

1. The great rivers that flowed into Hudson Bay and the Arctic Ocean were an essential form of transportation for First Nation people, fur traders, mapmakers, explorers, and homesteaders who came to Alberta. As you shape the Saskatchewan, Churchill, Peace, Mackenzie, and Coppermine rivers, imagine the First Nations people, traders, mapmakers, and pioneers struggling against the river currents as they paddled along the watery highways.
 - 5 a. Take out your clay map of western Canada and Map 2 from the Appendix of Module 5. Study the wandering courses of the five rivers and outline them with a toothpick or sharp pencil. Use the same method to mark the rivers as you have used previously.
 - 10 b. As you shape the rivers, imagine them mapped in memory and on paper. Remember, rivers do not flow in straight lines. Take a photograph of your clay map.
2. The lives of the Woodland Peoples and the Prairie Peoples changed with the arrival of the fur traders, explorers, and great mapmakers like David Thompson. Imagine the great adventures of Matonabbee as he guided Samuel Hearne along the Coppermine River and helped to make peace between the Woodlands Peoples and the Cree who came there. Imagine David Thompson, Charlotte Small, Anthony Henday, and his Cree wife reaching the great grasslands where the bison roamed.
 - 6 a. Using your clay map of western Canada and Map 2, mark the route taken by Samuel Hearne and Matonabbee as they made their way through the boreal forest to the barren lands, and down the Coppermine River to the shores of the Arctic Ocean. Place a flag to mark the beginning of their trip at Fort Prince of Wales at the mouth of the Churchill River. Place another flag at the mouth of the Coppermine River to mark their arrival at the Arctic Ocean in 1772.
 - 4 b. Mark the route taken by David Thompson and Charlotte Small as they travelled to the headwaters of the North Saskatchewan River and discovered the Athabasca Pass through the Rocky Mountains. Place a flag to mark their passage through the Athabasca Pass in 1811. Take another photograph showing the explorers' routes. Place the entire map and the extra clay in a large plastic garbage bag to keep it from drying out. You may wish to cover the map with damp paper towels or place a damp sponge in the plastic bag to help keep the clay moist.



Turn to Chapter 18 in the Module 5 Student Module Booklet.

30

Chapter 18 Assignment: Homesteaders by Cold Steel to Fertile Lands

1. The railway that stretched across Canada opened up the western lands to homesteaders and ranchers and helped bring about Confederation (made Canada a country). As you show the railway stretching across the landscape, imagine the many men struggling to build tracks across muskeg, rock, and mountains.

3

a. Take out your clay map and Map 2 from the Appendix. Study the railway tracks stretching across western Canada. Notice they crossed southern Alberta through Calgary. Mark the course as you have previously.

6

b. Shape the route of the railway across western Canada with a small stick or dull tool. Place a flag to mark the completion of the CPR in 1885 with the pounding of the “last spike” at Craigellachie, B.C. Take a photograph of the railway route across the prairies. Allow the completed map to dry.

2. Now that your map has dried, it is time to complete the project. Place your clay map on a table covered with newspapers and arrange your paints and brushes so that they are within easy reach. As you paint the features on your map, ensure that the paint dries so that colours do not run together. When you paint a feature on your map, colour the appropriate square on the legend from Map 2 of the Appendix.

4

a. Paint the following regions:

- tundra
- boreal forest
- prairies
- Rocky Mountains

9

b. Paint the following lakes and river systems blue:

- Mackenzie River
- Coppermine River
- Peace River
- Churchill River
- Saskatchewan River
- Great Slave Lake
- Great Bear Lake
- Lake Athabasca
- Lake Winnipeg

Paint the number from the legend next to the appropriate lake or river on your map.

③

c. Paint the following exploration and transportation routes:

- Hearne and Matonabee's travels to the Coppermine River
- David Thompson and Charlotte Small's journey through the Rocky Mountains
- the route of the transcontinental railway across the prairies and through the Rockies

When you have finished painting your map, take a picture of it.

⑤

d. Now cut out your legend from Map 2 and paste it in the same spot on your clay map. Take another picture of your completed map project and send the pictures in to be developed.

When you get your processed pictures back, paste them in the proper order onto the following pages entitled Photo Essay of a Clay Map of Western Canada.

Photo Essay of a Clay Map of Western Canada

- A. Photograph of an outline map of western Canada imprinted in clay. Barren (tundra) region shaped in clay.

B. Photograph showing the Boreal Forest, and Grasslands regions etched in clay.
- C. Photograph showing the Rocky Mountains modelled in clay.

D. Photograph of the major rivers of western Canada carved in clay.

E. Photograph of the explorations of Hearne and Thompson fixed in clay.

F. Photograph of the route of the railway across western Canada marked in clay.

G. Photograph of the painted clay map and legend.

H. Photograph of the completed clay map with legend mounted.

Home Instructor Feedback Form for Module 5

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?

2. Were there specific areas with which your student had particular difficulty? If so, what were they?

3. Do you have any other questions, comments, or concerns?

Student Feedback Form for Module 5

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

2. What parts did you like the least?

3. What part did you find most difficult?

4. What parts were the easiest?
